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TOWARD PROFESSIONAL MATURITY OF SUPERVISORS AND CURRICULUM WORKERS.

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ASSOCIATION FOR SUPERVISION AND CURRICULUM DEV.

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FOUR BRIEF CHAPTERS PRESENT GUIDELINES FOR THE DEFINITION AND IMPROVEMENT OF THE INSTRUCTIONAL LEADERSHIP FUNCTION OF GENERALISTS IN SUPERVISION AND CURRICULUM DEVELOPMENT. BASIC PRINCIPLES ARE OUTLINED FOR DESCRIBING THESE ROLES AND THEIR RESPECTIVE TASKS, RELATIONSHIPS, AND REQUIRED COMPETENCIES. WAYS ARE SUGGESTED TO IDENTIFY AND RECRUIT SUPERVISORS AND CURRICULUM WORKERS, TO ESTABLISH ADEQUATE PREPARATORY PROGRAMS, AND TO UPGRADE CERTIFICATION REQUIREMENTS. THIS DOCUMENT IS AVAILABLE FOR $1.50 FROM THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (JK)

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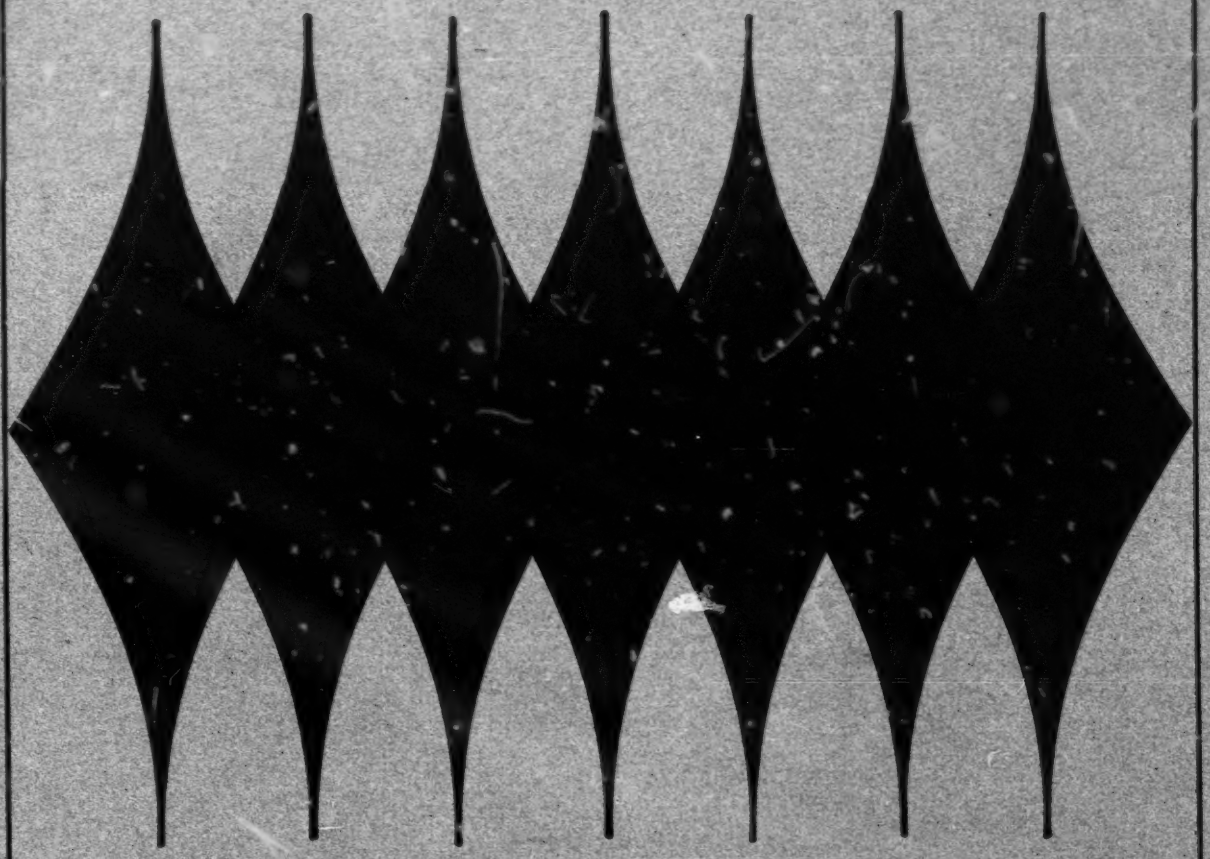

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# TOWARD PROFESSIONAL MATURITY

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Prepared by the ASCD Commission on
Problems of Supervisors and Curriculum Workers

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# Foreword

ALMOST all professional educators understand what a teacher, principal, or superintendent is, and almost all educators have ideas about what these roles should be and how they relate to each other. The same cannot be said for the generalist in supervision and curriculum. His duties are almost as diverse as are his titles. That he is a key gatekeeper in curriculum development and improvement, no one would deny, but what he is and what he does, what he is becoming, and what he should be are clouded with misunderstandings.

This booklet reflects ASCD's continued concern for definition and improvement of the instructional leadership function of those who are generalists in supervision and curriculum direction. Basic principles are provided as benchmarks for describing these positions, for preparation and selection of these leaders in education, and for developing more adequate certification standards relating to these positions.

It is through such publications as this one that the position of supervisor and curriculum worker will be defined, clarified, and improved. ASCD's Commission on Problems of Supervisors and Curriculum Workers recognizes this brief statement as the opening phase of its work. It is, I think, an excellent beginning.

*November 1967*

J. HARLAN SHORES, *President*
*Association for Supervision*
*and Curriculum Development*

such a program, but these also confess perplexity as to what the preparatory program for the fture instructional worker should be. In his chapter on preparatory programs, Maurice J. Eash presents the Commission's concern for a new focus upon the development of generalists while not neglecting specific methodology for workers in subject fields.

The fourth chapter, presented by former chairman, James R. Ogletree, draws attention to the need for modernizing the certification program. It is also asserted that members of the profession must take a more active role in assisting the certification agency. This chapter identifies some principles to be honored in the certification design for the future.

It is the recommendation of the Commission on Problems of Supervisors and Curriculum Workers that the affiliated units of ASCD attack the study of professionalization at the state and local level by working with school districts, teacher education institutions, state departments of education, and certification agencies.

If there is to be professional improvement in the future, it will come from within the ranks of members of the profession. This implies efforts beyond those described in this publication.

The in-service development of experienced supervisors and curriculum workers is still another essential. Appropriate in-service activities are fundamental to the realization of professionalization and important to successful accomplishments within the school enterprise. New ideas, methods, and movements have proliferated in recent years. Supervisors and curriculum workers must become informed concerning these matters.

Such career development implies that in-service activities must be preceded by self-study. Hence, a continuing survey of one's own skills and knowledge in relation to those necessary for continuing as a qualified professional worker in one's area of service is self-imposed. The supervisor's own professional growth is as necessary as that of classroom teachers and other school personnel. It is an essential task of the profession to plan for this professional growth in a systematic and comprehensive way.

An understanding of the modern roles of supervisors and curriculum workers will help the reader to perceive the Commission's concern with careful methods of identification and selection. The newer focus upon generalists in preparatory programs will require a new emphasis in certification activities. In-service career development remains as a problem for members of this Commission to confront in the immediate future.

*November 1967*

ROY PATRICK WAHLE
*Editor*

# Roles of Supervisors and Curriculum Workers

**Ben M. Harris** [redacted]

ANY movement directed toward significant professionalization of a working group in our society demands a certain amount of redefinition of roles and responsibilities. This is certainly true with the current efforts at professionalization of elementary and secondary school supervisors and curriculum workers in the United States. The events of the past twenty years, unparalleled in previous decades, have been characterized in American education as a period of enormous growth and of concern for excellence in instruction. An unprecedented interest in innovations, with many instructional implications and a massive teacher shortage, accompanies this desire for excellence.

All of these new developments demand instructional supervision in larger amounts, of higher caliber, and of different kinds. It is in this context that this booklet, developed by the ASCD Commission on Problems of Supervisors and Curriculum Workers, has been developed in this chapter.

Attention is directed specifically to the roles and responsibilities of supervisors and curriculum workers, and to the process of professionalization.

## Supervisors in Historical Perspective

Supervisors and curriculum workers as a group are a part of the tradition of a developing educational system in our society. They have served in important leadership positions and functioned in relation to instructional program development for many decades in American public elementary and secondary schools.

Research studies have not provided us with clear-cut evidence in

support of contentions regarding the relative effectiveness of past supervisory practices. Yet an enormously complex and relatively efficient educational system has grown and developed along with other aspects of American society in the past hundred years. Supervisors have been conspicuously active wherever programs were being developed.

Prior to World War I, supervisors were predominantly concerned with goal setting, coordination, control, and inculcation. A variety of developments following World War I, which included the rising education level of teachers, the development of "career" teachers, and the development of democratic concepts of school administration, led to dramatic changes. Directive approaches to supervision, emphasizing goal setting, decision making, control, and inculcation, were discouraged, while permissive approaches were substituted. So-called "democratic supervision," emphasizing stimulating, facilitating, coordinating, and communicating roles for supervisors, was widely verbalized though somewhat less practiced. A significant shift from course-of-study enforcement to working with teachers for improvement resulted.

## Recent Developments

Whatever the merits of the shift from directive to permissive supervision after World War I, a new shift has been in progress since World War II. The demands from all quarters in our society for excellent education for *all* children have been accompanied by a technological revolution and by consequent societal pressures which create a climate not only for improvement but also for innovations.

The present and future implications for supervision under these societal and educational conditions are enormous, although not generally realized by educators themselves. Ours is now a society which is asking its schools for unprecedented results, requiring more supervision than ever before, but also requiring different kinds of supervision.

Confusion over the roles and responsibilities of supervisors and curriculum workers, who are being faced with enormous new challenges, has been one of the striking characteristics of supervisory practice over the past ten years. The rise of the school principal as an instructional leader (more anticipated than real) adds to the confusion that already abounds. Until recently, the school principal generally has scorned direct involvement in instructional improvement activities or curriculum development programs. Strides now are being made toward involving school principals in supervision and curriculum development, and this new involvement has made more urgent the need for clarification of roles and responsibilities. State and federal programs have led to rapid expansion

of supervisory staffs with new specialties and assignments disrupting established operational patterns. These are indeed challenging times.

## A Framework for Viewing the Job

A framework for analyzing the work of supervisors or guiding their preparation should serve in at least two ways:

1. The substantive nature of the work must be made clear.

2. The unique characteristics of the professional efforts must be demonstrated.

Describing the work of supervisors is not easily accomplished. The complexity of their tasks makes simple listings of responsibilities rather useless. Rapidly changing conditions within schools, districts, and regions defy long-term job descriptions. The fantastic variety of situations in which supervisors work makes every position unique. These difficulties are such enduring ones that any framework for viewing the work of supervisors must deal directly with the nature of the tasks in a context of change, the working relationships needed, and the competencies required.

A working group whose members are seeking recognition and acceptance as professional specialists must be able to describe the tasks, the ways of working, and the competencies which its members have to offer.

Supervisors seeking acceptance as professional specialists, having described their work, must demonstrate their worth in terms of at least three criteria:

1. *Relevance.* Supervisors must undertake tasks which are relevant and significant in the total operation of the school program.

2. *Uniqueness.* Supervisors must contribute to the accomplishment of relevant tasks in unique ways.

3. *Efficiency.* Supervisors must perform in ways that contribute to the most efficient accomplishment of relevant tasks.

With these three criteria in mind, a framework for viewing roles and responsibilities can be constructed. The tasks to be accomplished, the working relationships to be developed, and the competencies required can be described to give substance and meaning to the work of supervisors. The rationale for a distinct professional specialization is provided by analyzing supervisory behavior in terms of its relevance, uniqueness, and efficiency.

Some would argue that there is no need to describe the roles and

responsibilities or provide a rationale for professionalization of supervisors. They might argue that the widespread use of supervisors and their presence in nearly all schools where instructional improvements are being made should suffice to describe and justify.

## Sources of Confusion

Unfortunately, this is not the case. One of the serious obstacles to professionalization of supervision is the confusion among educators and lay citizens about their roles and responsibilities. Such confusion prevents effective preservice preparation, makes selection and placement practices haphazard, places supervisors under a cross-fire of conflicting perception and expectations from other educators, and frustrates efforts at in-service development of supervisory competencies.

Roles and responsibilities of supervisors tend to be unclear for many reasons. The rapidly changing needs of the society have been discussed. Certain characteristics of the tasks assigned to supervisors and the way schools organize to get these accomplished are worth considering briefly as factors contributing to confusion.

1. *Product visibility.* It is difficult to identify the supervisor's accomplishments.

2. *Client specificity.* The client of a supervisor is not clearly defined. Sometimes the client is a teacher, at other times a mixed group; sometimes the client is a principal, other times a librarian; sometimes the public, other times the school board.

3. *Responsibility.* The responsibilities of a supervisor are often shared with principals, teachers, and others. Hence, the supervisor has difficulty in assigning priorities to tasks and getting them accepted.

4. *Change orientation.* The emphasis of the supervisor upon change in existing practice produces much resistance from various sources. Ambivalence is created regarding the work of the supervisor.

5. *Specialized tools.* The procedures and techniques employed by a supervisor do not tend to be as distinctive as those of some other specialists.

6. *Locus of operation.* The supervisor has no distinctive place where he does his work as does the principal, teacher, librarian, or others. The supervisor works in classrooms, offices, laboratories, and various buildings wherever task requirements may lead.

7. *Hybrid image.* The exclusive concern for instruction causes the supervisor to concentrate on the work of teachers, but the need for change requires a focus on organizational structure. The supervisor is

never quite free of involvement in administration, hence his role as instructional leader remains unclear.

If these are important sources of confusion about roles and responsibilities of supervisors, they must be dealt with in the process of professionalization. Some of these seven sources are inherent in supervisory practice, but can be recognized for what they are. Others are quite amenable to change or elimination.

The end product of supervisory practice may always be difficult to perceive, but improved evaluation procedures can provide for some visibility. The diversity of client groups with which the supervisor must work is inevitable. The same may be true of resistance to change and the absence of a distinctive locus of operations. Increasingly, however, the use of pilot projects and demonstration centers gives supervisors some distinctive operational facilities. Similarly, the development of more sophisticated tools and techniques—observation instruments, video-tape recorders, laboratory training materials, etc.—is making supervisors more efficient and distinctive.

## The Tasks To Accomplish

A fundamental distinction between the goal orientation of supervisors or curriculum workers and all other school personnel is the focus upon instructional improvement as their primary concern. Many professional and nonprofessional groups are concerned with instructional improvement, but supervisors—unlike teachers, principals, librarians, business managers, and athletic directors—are not generally held responsible for day-by-day operations and production. This permits them opportunities for exercising leadership for instructional improvements which are unique.

The domain of the supervisor is best described by an array of tasks which are essential to the accomplishment of the major objectives of the school. When non-instruction-related tasks are eliminated, the supervisor's domain is crudely described. When instruction-related tasks that are not essentially concerned with the improvement process are eliminated, the distinctive role of the supervisor begins to emerge.

An array of task areas might be considered as reasonably instruction-related. Certainly the development of curriculum, the development of media and materials, the provision of in-service education opportunities, and the evaluation of instruction are clearly of this type. Similarly, teaching, staffing, and organizing for instruction are tasks which are instruction-related. Other tasks which might have important instructional implications include the development of public relations, the orientation of new staff, the provision of special pupil services, and the development of facilities.

When the unique instructional improvement focus of the supervisor is placed upon these instruction-related tasks, four emerge as the *common core of the job.*

1. *Curriculum development* is the starting point for instructional improvement in many instances. Only minor improvements are possible in the absence of new instructional designs.

2. *Evaluation of instruction* provides the guidelines for efforts at improving instructional practice.

3. *The development of media and materials* which facilitate better instruction is of great significance.

4. *In-service education* of the instructional staff is both essential and of unequaled importance in the process of improving instruction. The growth and development of people as they work to improve instruction require local action and local direction. This is the essentially human side of the instructional improvement enterprise.

The rationale leading to the description of supervision as instruction-related and improvement-focused has some face validity. The selection of four task areas as the unique domain of responsibility for supervisors raises two questions:

1. Why are these task areas uniquely the concern of supervisors?

2. How do supervisors function in unique ways in these and other task areas?

### *Curriculum Development*

This task area can be defined as those endeavors directed toward the development of new designs for guiding instructional practice. Whatever form these efforts may take—pilot projects, planning seminars, unit construction, course of study writing, flow-charting procedures, and concept developing or refining—when the primary purpose is new (or revised) guidelines for instruction, a very direct influence for instructional improvement is being exerted.

Several features of the curriculum development process require that supervisors assume primary responsibility in this task area. These are:

1. The endeavors are discontinuous and demand large amounts of time not available from those engaged in regular teaching and administration.

2. The endeavors are distinctly different from those of teaching and administering in terms of the need for divergent thinking, conceptualizing, and synthesizing patterns of thought and action.

3. The endeavors are disruptive of the ongoing operation and frequently tend to be resisted by those responsible for the presently functioning instructional program.

### *Evaluation of Instruction*

This task area can be defined as those endeavors directed toward providing information regarding the relationship of program elements to instructional outcomes. These endeavors may include formal testing, classroom observations, interviewing children, dropout studies, action research, and many other approaches. The emphasis is upon the important task of providing guidelines for improved practice.

The features of this task which make it a uniquely suitable area of responsibility for the supervisor are, in large measure, the same as for curriculum development. Time consuming efforts are required; critical, analytical, quantitative ways of thinking are involved; and the results of evaluation efforts tend to threaten or disrupt the instructional status quo.

The distinctive element of the evaluation task area is the requirement of *objectivity*. The responsibilities must be assumed by those who are less emotionally involved in the program than are most teachers and principals. This requires a substantial amount of effort by supervisors who are *not personally* responsible for the day-to-day interactions with pupils and patrons. In order to maintain some reasonable degree of normalcy under the impact of evaluation efforts, much involvement of teachers and principals is essential also. But, responsibility for the development of useful evaluation activities relevant for instructional improvement is uniquely well-assumed by supervisors.

### *Media and Materials Development*

This task area might be defined as endeavors directed toward providing the most appropriate materials and media at the right time and place to facilitate instructional practices. This may involve the selection of materials, planning their production, designing instructional packages or content, or analyzing a collection of materials.

The distinctive feature of this task area which makes it unique is suggested by the word *dispersion*. The large variety of types of materials and media, the multiplicity of sources from which they derive, and the enormous volume of continuous production make this a very demanding task area. Responsibility for bringing these materials and media into existence in the school in ways which encourage instructional improvement must rest with supervisors who have time, interest, skill, and knowledge

of instruction, *but* who also have *access* to sources of materials, know about simple production processes, and can facilitate selective channeling to users.

### *In-Service Education*

This task area can be defined as those endeavors directed toward the improvement of the competencies of staff members on the job. These endeavors may include formal courses, workshops, demonstrations, intervisitations, or field trips. Systematic efforts which are made to help people change in ways that promise instructional improvements are central in the work of supervisors.

This task area is a unique responsibility of supervisors because it is the vehicle for implementing instructional improvements related to curriculum and materials programs. It is the supervisor above all others who must have faith in the essential worth of staff members. He relies upon the unfolding potentialities and can have no accomplishments save growth in others.

In-service education, for this reason, is the heart of any supervisory program. Instructional improvements of significance must inevitably be manifested in terms of improved behavior patterns of teachers and others involved in instruction. Changes in curricula and materials have little meaning without in-service education. The supervisor's job is more nearly one of director of in-service education than anything else.

The four task areas described above as the common core of the supervisor's job do not exclude others from involvement in them, but the domain of responsibility is clearly specified. Supervisors do have added responsibilities that are shared with others in quite different task areas. The staffing task involves recruitment, selection, and assignment problems which are crucial to improvements in instruction. Organizational arrangements for instruction and the development of facilities hold considerable promise as task areas in which instructional improvements can be attained. Similarly, the current condition of public understanding of the instructional program may well set limits beyond which instructional improvements may not go. In each instance, these task areas form important, useful avenues for supervisors in pursuit of instructional improvement even though they are not the distinctive tasks of the supervisor's job.

## Relationships To Develop

The tasks described as the common core of the supervisor's job imply ways of working. Unlike the teacher, the supervisor or curriculum worker's

interests lie predominantly with adults. Unlike the principal, the supervisor is almost exclusively concerned with instruction. Unlike both teacher and principal, the supervisor is primarily concerned with *change* in program rather than *maintenance* of the status quo.

These overly simple generalizations describe the posture of the supervisor and suggest necessary and unique relationships to be established. Almost independent of the task area being considered, several unique working relationships are required for supervisors to function effectively in instructional improvement. These relationships are briefly decribed here.

### *Organizational Accessibility*

Wherever the supervisor needs to go to effect change, he needs freedom of access. The supervisor's position, unlike others, tends not to be defined by a specific organizational unit. The supervisor is uniquely able to function as an agent of change because he has access to the various subunits of the larger organization. He is able, therefore, to pursue the core tasks of his job without many of the arbitrary restrictions of organizational structure.

### *Restricted Pressures*

The supervisor needs to be relieved of many pressures facing other staff members. His work is not facilitated by rigid time schedules, emergency demands, and constant exposure to the cross-currents of internal affairs. The supervisor must be skilled in planning the use of time with maximum flexibility while avoiding the temptation to become involved in daily routines.

To the degree that the role of the supervisor is truly that of an instructional improvement catalyst, he is not immediately concerned with many events of daily operation of the school. This condition is consistent with the nature of the tasks assigned to supervisors. It must be given recognition by administrators and teachers and made useful by the self-control supervisors exercise.

### *Conferred Status*

The supervisor undertakes his complex tasks in a position which should be designated as one of high status in the hierarchy of the educational system. The positions of supervisors need to be clearly designated as relatively high in status in order to guarantee the access and freedom from pressures previously discussed. This conferred status facilitates

communications with principals, community leaders, and representatives of colleges and other educational agencies. High status supervisors are more able to command scarce resources. This is especially important in the four task areas for which they are held responsible, since resource needs are not readily predictable in advance for such tasks.

Important, yet somewhat different contributions of high status for the supervisor are in the form of staff selectivity and continuity. The complex nature of supervisors' jobs demands highly qualified persons in these positions over extended periods of time. Supervision tasks are not accomplished well with high turnover of staff.

### *Logistical Support*

The supervisor needs access to a corps of people providing supporting services for instructional improvement efforts. The heavy demands upon supervisors to work intensively with instructional staff personnel make it mandatory that clerical, technical, and semi-professional activities directly related to instructional improvement be well staffed.

The image of the supervisor as a lone individual, working out of the corner of the bookroom, with one file drawer at his disposal and a bundle of papers in his hand is as outmoded as the doctor on horseback with his little black satchel. The supervisor is engaged in designing and building for instructional change. He works through many people, employs a variety of instruments, and requires specialized facilities and staff.

### *Personal Acceptance*

The supervisor relies for his success upon working through other people. His ability to gain acceptance by teachers, principals, and parents cannot be overemphasized. This is most obvious when the in-service education task is considered. Curriculum and materials development as well as evaluation also require a high level of involvement of staff members if improvements are to result. Hence, the ability to work constructively with people and to stimulate them to creative efforts is essential.

## Competencies Required

The tasks and working relationships described above lead us to consider the question of the supervisor's competencies. An extended list of personal characteristics may be useful in thinking about the required competencies of supervisors, but such listings rarely underscore the uniqueness of supervisory behavior. Obviously, supervisors need to be

intelligent, motivated, honest, and empathetic. These are desirable characteristics of all members of a professional staff.

Competencies directly related to supervisory behavior of the kinds being considered here can be described as several fairly distinctive ways of behaving. Some of these are briefly described below. They are uniquely important to the job performance of supervisors and curriculum workers.

### *Planning and Designing*

The supervisor has special competencies as a program planner. This is planning which is different from that required for program implementation. The requirements for planning, when new and unusual program elements must be put into designs for instruction, include special skills and abilities. Divergent thinking and conceptualizing abilities are important. The possession of flow-charting skills makes a difference. The ability to remain open to strange ideas and to identify common elements in rather diverse approaches is essential to this kind of planning. Of great significance is the ability to synthesize—to give new form to a plan using unfamiliar components or unique combinations of the familiar.

### *Observing and Analyzing*

Competence of this kind is essential for supervisors whether evaluating instruction or working with in-service or curriculum development groups. The supervisor must be able to stimulate, influence, coordinate, and lead. This is possible only when the behavior of people is systematically observed and usefully analyzed. The supervisor must be able to use a variety of classroom observation systems, be skilled in discerning the most relevant events transpiring, exercise self-control over the predisposition to judge, and dispel the "halo" effect in interpreting observed behavior. Supervisors should know the dynamics of group process and be able to employ both systematic and informal group process analysis procedures. Skill in recording and analyzing data on observed behavior is essential for the competent supervisor.

### *Face-to-Face Communicating*

The supervisor is a communicator in a variety of ways, but face-to-face communication in the interview or small-group setting is most important. The supervisor must not only know about the variety of face-to-face arrangements which are useful, but he must also be skilled in making appropriate uses of them. This implies skill as a discussion leader,

an interviewer, an organizer of buzz sessions and panels, a debater, a leader of brainstorming sessions, and other skills.

### *Idea Presenting*

The supervisor must be able to present extremely complex ideas to other people in ways that stimulate thinking, clarify misunderstandings, and impart new knowledge. This requires knowledge of an array of presentational media and their relative value for various purposes. The supervisor must be skilled in expository and analytical writing, formal lecturing, and the use of visualizing techniques.

### *Searching and Abstracting*

The supervisor must be able to conduct searches of appropriate sources and abstract the most relevant information for use in approaching instructional improvement problems. This requires that a supervisor be knowledgeable about a great variety of information sources. The supervisor must be skilled in efficient library utilization techniques. Most important is the ability to read rapidly, interpret research findings, and critically assess information for significance and relevance.

In summary, the roles and responsibilities of supervisors and curriculum workers require redefinition. Rapidly changing social and educational conditions make redefinitions important for all professional positions.

Tasks, working relationships, and required competencies in terms of one distinctive role—the instructional improvement leader—have been described. The supervisor can make no exclusive claim to this role, for all segments of the profession are concerned with the problems of making instruction better.

It is the view of the Commission on Problems of Supervisors and Curriculum Workers, however, that leadership for instructional improvement must be clearly designated as the primary responsibility of a professionally competent group. Such professionals can effectively assume this complex leadership responsibility only when they focus on those tasks that are most relevant to instructional improvement, are provided with a unique set of working relationships, and have competencies necessary for efficiently accomplishing the designated tasks. Supervisors do function as described in some places in our schools today, but such supervision is not common. Our schools urgently need this kind of supervision now in order to have the quality of education we seek for tomorrow.

# Identifying and Selecting Potential Supervisors and Curriculum Workers

***Robert S. Thurman***

A CRUCIAL problem facing education is the necessity for providing a continuous supply of persons with leadership capabilities. The competition for leaders is intense. They are in great demand not only among different groups within the education profession but also in private enterprise and governmental agencies.

Ryder[1] has predicted that, while the population of the United States will increase by one-third over the next two decades, the age group from which leaders will emerge will remain constant. If this is true, then we cannot assume that enough capable individuals will aspire, on their own, to become supervisors or curriculum workers.

The implication is clear—the profession must develop a plan of action which contains two elements. The first is to identify individuals who have potential talent and to encourage them to consider the opportunities in the fields of supervision and curriculum. The second is to select from this reservoir of talent the most capable persons, using the best knowledge available about the competence and qualities needed by supervisors and curriculum workers.

## Identification and Recruitment of Potential Supervisors and Curriculum Workers

It is difficult to estimate how many supervisors or curriculum workers are needed annually, but the best information available indicates that the supply far exceeds the demand. This paradox of having a shortage of selected, well-trained leaders in one case and an oversupply of certified

[1] N. B. Ryder. "Demography and Education." *Phi Delta Kappan* 41: 379; June 1960.

but partially trained potential workers in another is due to at least two factors:

1. Two or three courses can be added to a preparatory program designed for some other purpose and thus meet certification requirements in some states for supervisors or curriculum workers.

2. The individual is usually left to decide whether or not he has the background, talent, or commitment to become a supervisor or curriculum worker. As a result, a large number of men and women have met state certification requirements with no definite intention or foreseeable opportunity to fill such positions. They wish to be prepared if the opportunity arises.

An official in one state department of education declared that enough people in that state met technical certification requirements to fill all openings for supervisors and curriculum workers for about ten years. If this is true, quantity may far exceed quality.

Self-identification will doubtless continue to be an important means for discovering curriculum workers. However, a conscious effort is needed by members in school systems and in collegiate institutions to identify persons who have potential talent, to acquaint them with the opportunities in the fields of supervision and curriculum, and to encourage them to consider these opportunities.

These persons with potential are found not only in the fields of teaching, but also in related fields. As Shafer and Mackenzie point out:

> Capable, well-trained persons in related fields may become a more fruitful source. Psychologists, guidance workers, specialists in the area of materials and audio-visual aids, social workers, experts in all branches of the behavioral and social sciences may become active possibilities.[2]

It cannot be assumed that people are always aware of the opportunities open to them in supervision and curriculum fields. For example, a group of men preparing to be secondary teachers were asked what they hoped to be doing in ten years and most of them said they wanted to be principals or superintendents. When asked why they did not want to be supervisors or curriculum directors, they replied that either they did not know such positions existed or they did not know the function of a supervisor and so were not interested.

There should be readily available to anyone interested, pamphlets and brochures which describe the functions and responsibilities of supervisors

[2] Harold T. Shafer and Gordon N. Mackenzie. "Securing Competent Instructional Leaders." *Role of Supervisor and Curriculum Director in a Climate of Change.* 1965 Yearbook. Washington, D. C.: Association for Supervision and Curriculum Development, 1965. p. 73.

and curriculum workers, the nature of the preparation needed to fulfill them, and the opportunities open. There should also be a concerted effort to place these materials in the hands of interested, capable individuals.

There is need for an organized program to identify persons with promise. Such a program would include the following elements:

1. Identification should begin at the high school level and should be a responsibility of school administrators, teachers, and counselors.

2. Further identification should take place during the teacher preparation period.

3. The process of identification should provide for the recognition of administrative potential among women.

4. Local school systems can aid in the identification and recruitment process by setting up machinery which allows talented people to be identified from within the teaching ranks and which affords these talented teachers special incentives and possibilities for preparing themselves while on the job.

5. Graduate schools in education must make identification procedures much less casual than they have been.

6. Graduate faculties can employ tactics such as appointment of recruiting officers from among their own ranks, encouragement of alumni to recommend likely candidates, and better interdepartmental communication regarding the existence of promising prospects.[3]

Money is one factor that has kept some very promising individuals from pursuing advanced study in the areas of supervision and curriculum improvement. Doubtless the individual will continue to bear a large share of the expenses involved but it is evident that more financial assistance must be provided from other sources. At the present time, institutions provide some aid by means of fellowships, assistantships, and scholarships, but the number and the amount of money involved must be increased. Other sources should be considered. A local school system, for example, could encourage a career in supervision by giving a man or woman a leave of absence at partial pay. Another possibility would be for the affiliated ASCD unit to sponsor an individual each year.

## Selection of Potential Supervisors and Curriculum Workers

It is evident that a continuing program of evaluation is needed to ensure that only qualified people are permitted to prepare for, are

[3] American Association of School Administrators. *Professional Administrators for America's Schools.* Thirty-eighth Yearbook. Washington, D. C.: the Association, 1960. p. 147.

admitted to, and are retained in supervisory and curriculum improvement positions. Although the teaching profession as a whole has a responsibility for encouraging high standards for admission and retention, the task of applying these standards must necessarily be left to institutions offering programs of preparation and to school systems offering employment. In the final analysis, the initial responsibility falls to preparing institutions, since they determine who shall enter and complete programs in supervision and in curriculum improvement. School systems depend on them for assurance that persons completing these programs have the personal characteristics, academic and professional abilities, skills, and professional qualities and capabilities necessary for these leadership positions.

Scrutiny of the functions of a supervisor or a curriculum worker reveals that persons seeking to fulfill these positions must be able to communicate effectively with members of the profession and with other people, must be intelligent, must be able to work with people effectively, must be able to provide leadership, must have insight into the learning process, and must have an adequate concept of self and others. These characteristics must be present to some extent before a person is admitted to the program.

No single measure can indicate whether a person has all these characteristics. Any evaluation, therefore, must be based on as comprehensive criteria as possible. Observation of prospective supervisors in field situations; prior academic record and preparation; standardized tests; demonstration of the ability to write and speak clearly and concisely; and close contact with potential supervisors and curriculum workers as they deal with ideas and concepts relating to instructional improvement become important means of assessment both for initial admission to programs and for retention within the programs.

Such assessments can serve as a basis for planning opportunities for experiences to help an individual develop in needed directions or as a basis for removing a candidate whose personal characteristics, academic performance, or professional development are deemed unsatisfactory for these particular leadership positions.

## The Commission's Statement of Principles

People in the field are not precluded from playing an important role in the selection and retention process although preparing institutions typically carry responsibility for admitting candidates to preparatory programs. People in the field can contribute much to the process by working with the selection committee in choosing criteria to be used, by serving on the selection committee itself, by serving on the candidate's

graduate committee, and by observing and evaluating the candidate in field situations.

The following statement of principle describes the standard toward which an institution should strive to attain in identifying, recruiting, and evaluating candidates who wish to prepare for the positions of supervisors or curriculum workers.

- A cooperative relationship should be developed between preparing institutions and school systems for the purpose of identifying potential supervisors and curriculum workers and for encouraging them to consider these fields. Well-prepared information should be readily available to those persons describing the opportunities in supervision and curriculum work, the nature of these positions, the preparation needed, and financial assistance available for advanced study.

- An institution should have a plan for selective admission and retention, developed in cooperation with school systems, which offers reasonable assurance that only persons of professional promise are admitted to programs for the preparation of supervisors and curriculum workers. Criteria for admission and retention should be in addition to policies and procedures for admission to graduate study and should include data of both an objective and subjective nature related to areas of competence and qualities needed by supervisors and curriculum workers.

- Standards for completion of the program should be carefully defined and should be administered in such a way that only persons with competence, as demonstrated in course work and field experiences, are permitted to complete them.

- Criteria for retention should include requirement that students devote a period to full-time study at the institution, which will enable them to have full access to the library and other facilities, conferences and field activities with faculty members, and continuity of study.

- An institution should establish and maintain records which include personal and professional information on all students engaged in graduate study in these fields.

- A comprehensive follow-up program should be conducted so that the institution is well-informed concerning the work of its graduates.

## Information Needed

Information on the following items will be needed to determine and to evaluate the current situation in your state with regard to recruitment and selection of potential supervisors and curriculum workers.

1. How many supervision and curriculum positions are in the state? How does this number compare with ten years ago? Is the number likely to change in the next ten years? How many positions became vacant last year? In the previous year?

2. How many persons in the state are currently prepared as general supervisors, special supervisors, and/or curriculum workers?

3. How many institutions in the state offer programs for preparation of supervisors and curriculum workers? Has this number changed over the past ten years? How many students completed these programs last year? In the previous year?

4. How are potential supervisors and curriculum workers identified? What materials are available which describe the opportunities in these fields?

5. What procedures are followed by institutions preparing supervisors and curriculum workers in admitting persons to these programs? What are the criteria?

6. Do institutions and school systems cooperate to identify, recruit, and screen potential supervisors and curriculum workers? Describe.

7. What sources are supervisors and curriculum workers drawn from —teaching, administrative positions, related fields?

## Study Questions

1. What criteria, if any, should be applied in selecting supervisors and curriculum workers which would not apply to the selection of other professional personnel such as superintendents or principals?

2. In what specific ways can the preparing institutions and the school systems in your state work more closely together in identifying and recruiting men and women with ability?

3. In what specific ways can the preparing institutions and the school systems in your state work together in developing criteria to be used in admitting persons to programs of preparation?

4. What kinds of assistance can your affiliated ASCD unit provide in the development of such things as screening criteria and recruitment materials?

# Guidelines for Preparatory Programs for Supervisors and Curriculum Workers

***Maurice J. Eash***

A RECENT discernible trend in the major professions has been a growing concern for development of new or a redefinition of old programs of preparation. Practically every profession of standing has had a committee engaged in serious inquiry—interestingly enough, examining similar questions.

What should be the function of descriptive or case materials?

At what point in the formal preparatory programs should laboratory or field experience be included?

What portion of the total program should be committed to field or laboratory experience?

How is the program to be conducted, supervised, evaluated?

What is the role of practitioners in each of these three phases?

What should be the role of theory in training?

How much study in related areas, particularly behavioral sciences, mathematics, and natural sciences should be included?

At what stage should the student engage problems specific to the field?

Many other queries reflect the questioning of present practices and suggest the limited research data on which new programs can be based. In the absence of dependable research data, most work has proceeded on the basis of some logical analysis of the role that the professional should play in the society, and the best way of incorporating new knowledge into the preparatory program.

Tracing the direction of such activity is a formidable undertaking at best. But, it is accurate to state that the prominent feature of programs in the major professions is directed toward educating the professional to provide not only technical skill but theoretical conceptual knowledge.

Programs of this design will promote future contributions to the profession as well as technical competence in the practice of the stated knowledge in the field.

One of the chief characteristics that differentiates a profession from other service occupations is the public expectation of the professional to profess. The professional is expected to command a body of knowledge, sufficiently complex in its content, such that in problems within his specialized area, the professional's wisdom commands hearing and respect and, not incidentally, compensation beyond that tendered for lay advice.

Technical knowledge contained in professional advice—not readily accessible to the public—has usually been gained through arduous formalized instruction at the university level. Long-established professions have generally been able to prescribe the length of training, structure of the training experience, faculty qualifications, facilities, and accreditation procedures. These matters take into account and continually affect the previously employed identification and selection procedures.

## Professionalization for Generalists

In the thrust toward professionalization in supervision and curriculum work, one roadblock is the lack of commonality in the body of knowledge used in preparation of people presently filling these positions. Vast differences in training and competency tend to diminish the unanimity and technical expertise of the professing practitioners and to erode any image of professionalization attached to these positions. A brief study of programs and backgrounds of present practitioners reveals discrepancies in preparation and conflicting role expectancies and explains some of the discrepancies evident in the present level of professionalization of supervision and curriculum workers.

It is necessary that a developing profession identify competencies and prepare individuals to the level that their professional knowledge will be in demand. In determining the competencies for a general supervisor and curriculum worker, questions arise concerning the role that the generalist in curriculum and supervision, as opposed to the specialist, fills in the school program. Is there a functional role for the generalist?

Much the same issue confronts the other behavioral sciences in the historic contesting for dominance of functionalism versus a specialized approach.[1] Can the supervision and curriculum direction be completely oriented to a micro approach (a separate subject orientation) without some underlying macro (general integrated theory) conceptual scheme?

[1] See: "Functionalism in Social Sciences." Don Martindale, editor. In: *Monograph 5*. Philadelphia: The American Academy of Political Sciences. February 1965.

Lack of theoretical conceptualizing about overall curricular considerations has caused the present approach to be concerned with specific subject areas, thus employing the micro approach exclusively. Such an approach is open to criticism if the more comprehensive data of the relationship of personality and learning environment are considered.

If the educative process is to remain a unit and be maximally effective, the generalist serves a necessary function in seeing the curriculum as a whole and provides overall direction of the learning experience. A generalist does have a functional role in an age of specialization. As subjects or disciplines continue to break into subgroups, less communication is possible among the disciplines, and there is greater chance that the total growth of experience is retarded by the loss of relevant communications among the disciplines. Ultraspecialization promotes the spread of specialized deafness.[2]

The present stress on specialization has distorted the curriculum development programs for the past several years and thus the more comprehensive problems found mainly in the area of curriculum design (macro), as distinguished from the separate subjects area of curriculum (micro), have received little attention. Curriculum design problems are characterized in that they overlap subject areas and are concerned with relationships in the school program that diminish the total curriculum's effect on students. Too frequently, a program oriented to the micro approach wastes much of the staff's energy defending academic domains and duplication of effort. Student cynicism is not an unusual outgrowth of microcurriculum effort in which parts function in a deliberate scheme of unrelatedness.

General supervisors and curriculum workers operating under the titles of Assistant Superintendent of Instruction, Director of Instruction, Curriculum Supervisor of Secondary or Elementary Education, or Director of Secondary or Elementary Education provide an essential macro function acting as the comprehensive leader in the instructional program, reducing fragmentation, conflict, and improving correlation and possibilities for integration for students.

Some examples of macro problems in curriculum design which are involved in the functional role of general supervision and curriculum workers are the following:

1. Curriculum dissonance: contradiction, incompatibilities in teaching methods in subject areas, experiences which produce destructive conflict at a level to cause students to reject the curriculum.

[2] Kenneth Boulding. "General Systems Theory—The Skelton of a Science." *Management Science* 2: 197-208; 1956.

2. Coordination: concern for commonalities as well as duplications with emphasis on unity in the curricular experiences for the student as he pursues the various subject areas.

3. Balance: concern for relationships of general education to special education, vicarious and firsthand experiences, product and process learning, pupil-directed and teacher-directed learning activities.

4. Excessive complexity of areas of experience: overexpansion of curricular offerings, excessive commitment of students' time in special areas, exploitation of students in areas of experience for purposes other than personal growth.

5. Continuity: preserving and expanding threads of experiences from grade level to grade level and one school to another, observing principles of learning in concept presentation enabling structural development of fields of inquiry.

6. Application of analogous development in separate subject fields: for example, "learning by discovery" techniques developed in science applied to health or mathematics, and the development of organizing principles for masses of data.

7. Evaluation of total curriculum design: gathering data on the total influence of the school experience, investigation of dysfunctioning in general or special education areas, desirability of adding or terminating curricular offerings depending on contribution to the total design.

8. Assessment of internal and external efforts to effect change in parts of the curriculum and the impact on the curriculum design.

Emphasis on these comprehensive design problems does not preclude concern with specific methodology in subject fields, objectives for special subjects, or new curriculum developments in separate subject fields. An assessment of efforts in curriculum development indicates that macro-curriculum design problems have been neglected while attention has been directed exclusively to special subject area developments. If educational outcomes are interpreted in behavioral or affective dimensions, the influence of the total curriculum design must be assessed.

## Principles for Further Study

If the above categorizations describe some of the problems of the individual acting as general supervisor or curriculum worker, the following general principles governing programs of preparation would result:

1. The program for preparation of general supervisors and curriculum

workers should contain a professional sequence which reflects theoretical and practical study of macrocurriculum design.

2. The professional sequence should emphasize theoretical techniques as well as descriptive materials and give attention to promising developments in analogous behavioral sciences.

3. The professional sequence should combine formal academic classwork with supervised field experience, a combination which bears a rather direct relationship to demands that a supervisor or curriculum worker will face. Such a program will demand as a minimum two years of preparation beyond a bachelor's degree and include a period of full-time study.

4. In the professional sequence the formal academic training and laboratory work will be interspersed, with the latter being performed under a joint supervisory arrangement of a field practitioner (an individual working as a general supervisor or curriculum director) and a university professor. The clinical experience should be organized and evaluated using a variety of data.

5. In the preparatory program sufficient opportunities should be provided to develop a broad orientation to educational and social theory, learning theory, personality theory, and research design.

6. The preparatory program should provide a background of knowledge in the related areas of educational administration, guidance, pupil personnel, and measurement and evaluation.

7. The objectives of the preparatory program should be stated in terms which suggest types or classifications of data which would evaluate student progress toward objectives.

8. The preparatory program should have definite standards for admission, reflecting experience, previous preparation, commitment to professional goals, and intellectual ability. Phases of the program should be open only to those admitted to the program.

9. The faculty staffing the preparatory program should reflect in their preparation and performance involvement in supervision and curriculum development, evidenced by writing, doing research, heading field work, and participating in state and national organizations.

10. The preparatory program should be supported by adequate facilities such as a curriculum laboratory, programmed instruction center, data processing equipment, adequate education library, and instructional materials center.

## Study Questions

1. Has your state made an analysis of the number of general supervisors and curriculum workers: their functions, expected roles, and perceived preparation needs?

2. What types of programs are the institutions of higher education providing in your state for supervisors and curriculum workers? What do these programs have in common? To what types of competencies are they directed? Do these programs suggest alternate approaches to the problem of preparing professional personnel? To what extent is there overlap in the preparatory programs of administrators, supervisors, and curriculum workers?

3. What groups influence and shape the programs of preparation: state and national accreditation, professional organizations, staff in institutions of higher education, practitioners?

4. Does this statement on preparatory programs give adequate direction? If not, how can statements contribute to adequacy of direction?

5. What is distinctive about the role of general supervisors and curriculum workers? How can this distinctiveness be reflected in programs of preparation?

6. How should the programs for the preparation of supervisors and curriculum workers be different or the same?

# Certification of Supervisors and Curriculum Workers

*James R. Ogletree*

ONE of the aims shared by professions is the establishment of procedures to give citizens legal protection from exploitation or incompetency by its members. The procedures are in the form of laws, supplemented by quasi-legal policies and regulations, which specify minimum requirements for certifying an individual's competency to practice.

Such regulations and procedures are of equal importance to the profession itself. Minimum requirements in effect establish professional standards. They tend to exercise a degree of control over the number and quality of new members. Means of enforcing professional ethics and standards are established by provisions for revoking certificates. Thus, the professional group is somewhat protected from the unqualified, incompetent, or unethical who seek to practice.

Through the modification of certification requirements and/or procedures, various professional groups have not only improved their services but also advanced their professional status, prestige, and image. Increasing requirements and enforcing procedures for validating competency for a certificate have served to:

1. Eliminate incompetent and uncommitted persons.
2. Increase the number and qualifications of those seeking certification.
3. Increase the competency of those admitted to practice. Thus, the maturity and status of the entire profession are advanced.

This commission's concern for curriculum generalists as a means of advancing the professionalization of supervisors and curriculum workers may require modification in certification requirements.

For those interested in furthering professional maturity and status

of supervisors and curriculum workers, the next few years offer much. Compared with other professional positions in public education, the number of available positions for curriculum supervisors and workers is relatively small. However, present concern about the quality and quantity of instructional programs indicates a greatly increased demand for the services of such persons. Combined with the exploding enrollment figures, such demands will create an unprecedented number of positions for supervisors and curriculum workers. These conditions, plus an increasing number of teachers from whom to recruit new members, combine to make this an opportune time to upgrade the profession through certification requirements and procedures.

To capitalize on this opportunity, it seems imperative that each affiliated unit of the Association for Supervision and Curriculum Development, in conjunction with the national organization, should:

1. Assess its existing certification requirements and procedures.
2. Define specific modifications needed to clarify the service to be rendered and to provide more adequate insurance against incompetent and uncommitted aspirants.
3. Take specific action to have such modifications enacted into state board of education policies.
4. Initiate a program for the continuous study of the adequacy of certification requirements and procedures.

## Statement of Principles

The following statement of five principles is offered as a suggested guide for assessing present requirements and procedures and for projecting needed modifications:

1. Initial certification requirements and procedures should recognize and provide meaning for validating that:

a. Supervisors and curriculum workers possess specific knowledge and skills necessary to provide special and defined services not available from other professional personnel.

b. Special programs of preparation, approved by the National Council for Accreditation of Teacher Education, are designed specifically to aid candidates in acquiring the special knowledges and skills required to perform the professional services.

c. Each person who successfully completes such a program has demonstrated, both in writing and in practice, his competency to perform the special services for which he will be certified.

2. Initial certification should be provisional. Continued certification should include provisions for validating such requirements as:

a. Effective and efficient performance over a stated number of years.

b. Continued professional development in service.

c. Contribution to the professionalization of supervisors and curriculum workers.

3. Certification requirements and procedures should be developed and administered cooperatively by practitioners and appropriate college and state department personnel, under the direction of the state director of certification.

4. Certification requirements and procedures should be evaluated systematically so that they lead progressively to higher levels of competency as new knowledge becomes available and as the group matures professionally.

5. A certificate is an expression of faith and trust; therefore, provisions should exist to revoke the certificates of those who violate such trust. Such trust could be deemed violated according to criteria developed in terms of:

a. Inability to perform competently.

b. Personal behavior detrimental to the profession.

c. Professional behavior in conflict with an established code of ethics.

d. Professional inactivity between conclusion of preparatory programs and application for certification or for an extended period after a certificate has been issued.

## Information Needed

1. How many supervisors are employed in your state in elementary, secondary, general, or other categories? How many curriculum workers (curriculum directors, assistant superintendents for instruction, and others) are employed in your state?

2. How many persons not presently employed as supervisors hold certificates that would enable them to serve as supervisors or curriculum workers?

3. How many new certificates for each type of supervisor were issued last year? For each type of curriculum worker?

4. On an average, how many supervisors are not reemployed as supervisors each year in your state? Curriculum workers?

5. On an average, how many *new* supervisory positions are created each year? Curriculum workers?

6. On an average, then, your state needs only how many newly certified persons each year for each type of supervision? Curriculum work?

7. When were your certification requirements for supervisors last revised? For curriculum workers?

8. What are the greatest problems caused by your state's present certification requirements and procedures?

9. What specific changes must be made to improve the situation?

10. What plan does your affiliated ASCD unit have to initiate such modifications?

## Study Questions

1. How do your state certification requirements and procedures differentiate between the special services provided by supervisors and curriculum workers and those provided by other school personnel?

2. In practice, does such differentation distinguish the operation of supervisors and curriculum workers from that of other school personnel? How?

3. What unique knowledges and skills do your state certification requirements recognize for each type of supervisor or curriculum worker? Are these clearly distinguishable? If not, what should be done to make them so?

4. Should all supervisors and curriculum workers be certified under a single set of requirements? If yes, what should these be? If no, why?

5. Do preparing institutions in your state have programs of preparation specifically designed for supervisors—for curriculum workers?

6. Is certification in your state based upon the satisfactory completion of such a program or upon the accumulation of a number of specified credit hours?

7. How do programs of preparation for supervisors differ from those for administrators in your state?

8. Does your state provide for practitioners and college and state department personnel to make cooperative recommendations to the state board of education for certification revisions? If not, what can your affiliated ASCD unit do to initiate such a procedure?

9. Should the Association for Supervision and Curriculum Development work toward uniform certification requirements and procedures among the various states?

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